FIAE Chapter 9: Ten Approaches to Avoid When Differentiating Assessment and Grading

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Abstract/Reflection

Abstract: This chapter discusses ten approaches to avoid when differentiating grading and assessment. The ten rules are as followed: 1. Avoid incorporating nonacademic factors such as behavior, attendance and effort into the final grade. 2. Avoid penalizing students’ multiple attempts at mastery. 3. Avoid grading practice work. 4. Avoid withholding assistance with the learning when it’s needed. 5. Avoid assessing students in ways that do not accurately indicate their mastery. 6. Avoid allowing extra credit and bonus points. 7. Avoid group grades. 8. Avoid grading on a curve. 9. Avoid recording zeros for work not done. 10. Avoid using norm-referenced terms to describe criterion-referenced attributes. All of these aspects when put together according to the author can create a very meaningful and complete grade which represents how well a student has mastered the material.

Reflection: Alright, so I know my abstract was not very long or too informative. I just had no idea what to include in the abstract, so I thought I could just list out all of the approaches to at least have on one sheet to reference later. With this in mind I will start discussing some of the approaches to avoid I agreed with. I think it is important to not grade students as a group; it definitely distorts the meaning of grading students for their own personal mastery. I think it is also important to not factor in zeros to a student’s average. Being a math person I understand the significance a zero can have on an average, especially when there are not that many numbers being averaged together. I also think it is important for all teachers to offer complete support and dedication to the students, teachers should always offer their student plenty of help to aid in the learning process. A few approaches I was not sure I agree to not do is to avoid incorporating factors such as behavior, attendance and effort into the final grade. I really just think effort should be some part of the grade. If a student is more than willing to put the time in and try their hardest I do not think a grade from a C to a B would distort their grade to much. I think it would start getting real bad if teachers gave out A’s to students who earned C’s but who “put in effort”. I think effort is also something the student and teacher should decide together, because it is very tough for a teacher to gauge effort in a student, especially if they do not show effort and get “good” grades on assessments.